



UNIVERSITI PUTRA MALAYSIA

**PARTICIPANTS' PERCEPTION ON THE EFFECTIVENESS
OF NON-LECTURE METHODOLOGY
IN A TEAM BUILDING TRAINING PROGRAM**

MOHD FUAD MOHD SALLEH

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**MASTER OF SCIENCE
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**A Research Project Submitted to the Department of Extension
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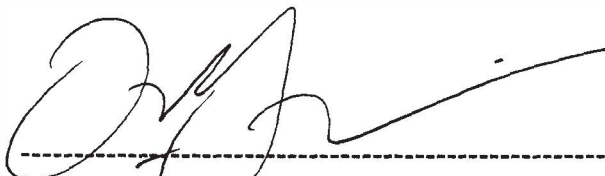
The research project entitled "Participants' Perception on the Effectiveness Of Non-Lecture Methodology in a Team Building Training Program" was prepared by Encik Mohd Fuad Mohd Salleh in partial fulfillment of the requirements for the Degree of Master of Science (Human Resource Development), in the Department of Extension Education, Faculty of Educational Studies, Universiti Putra Malaysia.

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Abstract of Project submitted to the Department of Extension Education,
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November 1998

Supervisor: Shamsuddin Ahmad, Ed. D

Faculty : Educational Studies

The effectiveness of a training program is a critical issue faced by all organizations and training provider. This issue is concerned with the effectiveness of a training transfer which constitute three major aspect, knowledge, skills, and attitudes. Participants perception is part of the factors in contributing towards the effectiveness of a training program. Thus, it must be taken into consideration when conducting any evaluation on the effectiveness of a training program.

This study was aimed towards describing participants' perceptions on the effectiveness of a Team Building program that was conducted through series of non-lecture activities at Sabha Total Training Center. The objectives of the study are: (1) to understand the participants' demographic

characteristics; (2) to determine the learning abilities (change in skills, knowledge, and attitude after attending Team Building training program); (3) to compare the effectiveness between lecture and games (training methodology) in team building program; and (4) to find out the participants' reaction towards team building training program.

One hundred questionnaires were sent out to participants in two organizations that were willing to participate in the study. Participants were asked to rate the questionnaires constitute of demographic questions, questions on reaction towards the training program, questions on skills, knowledge, and attitude towards team building program, and questions on comparison between lecture and games effectiveness in a team building program. Data were gathered, coded and then analyzed using Statistical Package for Social Science (SPSS). Frequencies, mean, median, and percentage were used in the analysis.

The findings from the study indicated that, games were more effective in team building program in terms of reaction, change in knowledge, skills, and attitude. The score also indicated that participants experienced training transfer in a different ways. Suggestions are offered to Sabha Total Training Center to improve the team building program in practical form. There are also suggestions for future research in the field of team building.

Abstrak Projek Penyelidikan yang dikemukakan kepada Jabatan Pendidikan Lanjutan, Fakulti Pengajian Pendidikan, Universiti Putra Malaysia sebagai memenuhi sebahagian daripada keperluan untuk mendapat Ijazah Sarjana Sains.

**KAJIAN TENTANG PANDANGAN PESERTA-PESERTA KURSUS
MENGENAI KEBERKESANAN KAEDAH BUKAN SYARAHAN
DI DALAM PROGRAM "TEAM BUILDING"**

Oleh

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Keberkesanan dalam program latihan adalah satu isu kritikal yang dihadapi oleh semua organisasi dan pihak yang menyediakan program latihan. Ianya menyentuh tentang keberkesanan dalam pemindahan latihan yang merangkumi tiga aspek utama; pengetahuan, kemahiran dan sikap. Persepsi peserta adalah sebahagian daripada faktor penyumbang kearah keberkesanan program latihan. Justeru, ianya mestilah diambil kira dalam menilai keberkesanan program latihan.

Kajian ini bertujuan untuk menerangkan persepsi peserta mengenai keberkesanan program "Team Building" yang dikendalikan melalui aktiviti bukan syarahan oleh Sabha Total Training Center. Objektif kajian ini adalah:

(1) untuk memahami latarbelakang peserta; (2) untuk melihat reaksi kepada program latihan "Team Building"; (3) untuk mengenalpasti perbezaan dalam kemahiran, pengetahuan, dan sikap kearah program "Team Building"; dan (4) untuk membandingkan keberkesanan diantara kaedah syarahan dan bukan syarahan.

Satu ratus soalan kajiselidik telah di hantar kepada peserta dari dua organisasi, yang secara sukarela bersedia untuk menyertai kajian ini. Peserta telah ditanya soalan mengenai latar belakang, soalan berkenaan reaksi kepada program latihan, soalan berkenaan kemahiran, pengetahuan, dan sikap terhadap program "Team Building", dan soalan berhubung perbandingan antara syarahan dan bukan syarahan dalam program "Team Building".

Data yang dikumpul, dikodkan dan dinalisa menggunakan Statistical Package for Social Science (SPSS). Frekuensi, mean, median dan peratusan diguna dalam analisa.

Hasil kajian ini menunjukkan bahawa aktiviti bukan syarahan lebih berkesan di dalam program "Team Building", dalam hal reaksi, merubah pengetahuan, kemahiran dan sikap. Hasil kajian juga menunjukkan, peserta merasai perubahan pengetahuan dalam beberapa cara yang berbeza.

Beberapa cadangan dikemukakan kepada STTC and organisasi lain untuk lebih memperbaiki program "Team Building" dalam bentuk yang lebih praktikal. Beberapa cadangan juga dikemukakan untuk kajian di dalam bidang yang sama pada masa akan datang.

CHAPTER I

INTRODUCTION

Background of Problem

The single most critical variable in the success of any organization is the management of human resource (Johnson, 1986). But at the same time, development of this resource has been found to be least validated of all management activities. The most frequent management activity to develop their human resource is through training. Some considerable amount of money has been spent for training as part of the management activities in managing this resource. Training is needed for personal advancement and organization development and it is part of the ways to solve a problem related to job (Goldstein, 1990).

The concept of training with its broad definitions and perspectives generally entails the use of prepared programs which reinforce employees' existing competencies to facilitate the acquisition of new knowledge, skills, and abilities in the interest to improve job performance (Singer, 1990). Training is normally used to facilitate organization in achieving its objectives. Training is also used to achieve participants' personal goal.

Training in General

Many organizations spent significant amount of money for training (INTAN, 1989). There are organizations that are required by law to allocate some amount of money from their budget for training purposes. Banking and financial institutions, insurance company and security company which deal with market shares are required by law to provide training for their staff (Bank and Financial Institution Act). Some of these organizations sent their employees for courses as an effective ways to improve organizational effectiveness (Alang, 1990).

The importance of training is widely accepted as a tool to increase knowledge, to improve skills and attitudes. For example, the United States of America spent USD100 billion each year for training. In 1987 itself, 328 million employees received training at a cost of USD38 billion (Lee, 1987). In one of the surveys conducted, the result showed that in the United States, most prevalent type of formal training in organizations is orientation for new employees (Neelankavil, 1992).

In addition, the survey also indicated the following: 71 per cent of all training costs were incurred as salaries of the training staff; middle managers received the highest amount of training (73.8 per cent); and "management training" is the most frequently offered type of training (78.5 per cent). IBM spent 5% of its annual budget amounted to USD750 million a year, while General Electric Company spent 2% or USD260 million a year for training (Broad, 1982).

In Malaysia, there are evidences showing the huge amount of money spent for training. Based on the report by the Ministry of Finance, the Institute of Public Administration (INTAN) alone spent RM19.8 million in 1989 and the amount increased to RM22 million in 1990. Budget allocated for Human Resource Ministry was RM18.2 million in 1989 then increased to RM20.26 million in 1990. In fact, RM303.89 million was allocated for training in the Fifth Malaysia Plan (Rancangan Malaysia Kelima - RML).

Based on the Fifth Malaysia Plan report, in 1985 there were two hundred and fifty privately owned training institutions but the number increased to four hundred by 1997. Methods of training have developed over the years out of greater understanding of human behavior, particularly in the area of learning, motivation, and interpersonal relationship (Sherman, Bohlander, Churden, 1988).

Two types of training approach that are usually used in training approach are on-the-job training and off-the job training. Several training methods under that approach are used in conducting training program, some of which are lecture type, interactive training style, and training consists of both lecture and non-lecture. New training devices were developed using the most advance technology to help in maintaining the efficiency of a training program. Training methods are used as the communication medium or instructional devices to create, maintain, and sustain interest and curiosity among learners towards learning object that facilitates learning. Among the training programs, which used the non-lecture method, are training program known as "Team Building" and "Corporate War Games." These two types of training involved

mainly outdoors or non-lecture activities.

Based on the literature review in Chapter Two, there are more than eleven training methods under off-the-job training approach and only two are lecture types, the rest are non-lecture. Is this method of training (non-lecture activities) really effective to help the participants to understand the situation and then achieving the training objectives. If this method is really effective, in what area does it effective? The transfer of knowledge, skills, or attitude?

It is undeniable that the amount of money spent for training was really big. Besides money, time and effort were also sacrificed for training. Training providers, trainers, and participants were gathered together in order to maximize the effectiveness of a training program. The question is, whether the training transfer really occur in the training program and can be transferred and practiced in daily job to improve job performance.

Training Transfer

Training transfer is critical in a training program for any organization that rely on the return from the training program (Georgensen, 1982). This part of problem should be given serious consideration to prevent it to become more serious. If evaluation on a training program is not properly made, it will face the same problem, that is a waste in money and effort (Wills, 1993).

A comprehensive study on literature review by Timothy Baldwin and Kevin Ford (1988) revealed that there is a problem exists in training transfer. Wills (1993) also agreed that there is a problem in training transfer. All of them agreed that the problem exist in terms of transfer in the work place. It is

surprising that a study carried by Wills (1993) revealed that training institutions and organizations put a very little effort to make the training transfer really effective. But this study does not meant to prove that there is a little transfer exist in a training program. Its primary objective is to evaluate participants perception on the method used in a training program that can contribute to the existence of training transfer.

Participants are one of the most important variables in making the training program effective in the sense that training program achieved its objective. Training *per se* will have little value if not matched to precise needs (Gephart & Van Buren, 1995). There will be too much training but too little effect if it is not planed and conducted properly. Based on the huge amount of money spent for training, does the training program really effective for the participants and can the skills, knowledge, and attitudes be transferred and practiced. Participants' perception on the method of training is important to be evaluated to help trainers and training providers plan and execute the planning in the most efficient and effective way.

Study on the perception of non-lecture activities in a training program to determined the appropriate method preferred by participants is important to help Training or Human Resource Manager to plan for the future training program. It is also important to help training provider in designing the best and most appropriate training program to achieve the objective of a training program. It will also help educators to design teaching and learning methods to provide alternatives for adults to learn.

In most cases, evaluation of training program carried by the training providers was to measure the efficiency of a training program. Training provider was more concern on the efficiency and not the effectiveness because they are rated by the participants and organizations on the efficiency. According to Asma (1995) the role of trainers is to ensure the efficiency of a training program and not its effectiveness.

Sabha Total Training Center was chosen to be studied because since the founding of this center there has never been a study or evaluation being done on the effectiveness of the training method, especially the comparison between non-lecture and lecture. The evaluation carried by Sabha Total Training Center was only to get some general comments from the participants on the schedule, trainers contribution, lecture given, and facilities offered such as food and accommodation. Its primary objective is to ensure the efficiency of the training program.

Statement of Problem

As mentioned above, according to Asma (1995) trainers are more concern on the efficiency of a training program and not the effectiveness. This means that it is up to the participants and organizations to determine whether the training program is effective for them or not. By not doing the evaluation on participants' perception on the training method, training providers and trainers will face difficulties in transferring the knowledge and skills that should be transferred to participants to be practiced in their work place. Adults typically want to use what they learnt soon after they learn it. It is usually easy to

establish the connection between specific learning activities and the area of performance to which the new knowledge is to be applied (Knox, 1977).

There was a problem existed as the trainers and training providers at did not gave enough attention on the connection between specific learning activities and the area of performance to which the new knowledge is to be applied by not evaluating the participants' perception on the training method. This is important to measure the effectiveness of a training program. If this problem keeps on happening and not being solved, then there will be a lot more time, money, and effort will be waste.

This study was intended to get the participants' perception on the training method, between "non lecture" and "lecture" used in a "Team Building" training program offered by Sabha Total Training Center. There are several questions to be answered to help in achieving the objectives of this study. Among the questions are:

1. What is the participants' perception on the effectiveness of non-lecture activities compared to lecture in a "Team Building" course?
2. How participants view a "Team Building" course in improving their cooperation with superior, subordinates, and among themselves in the organization?
3. Is the course attended beneficial to them?
4. Can they practice what they had learned?
5. What is their perception towards the course as a whole?

Objectives of Study

In general, objective of this study is to determine the contribution of non-lecture activities in a "Team Building" course. The effectiveness will be based on its contribution towards developing team spirit that is enhancing cooperation in the organization. The evaluation will be based solely by the participants' perception or opinion, which will be gathered using questionnaires.

Specifically, the objectives of this study are to find and identify the following:

1. To describe the participants' demographic characteristics: (i) who are the participants; (ii) how frequent the attended the course.
2. To determine the change in skills, knowledge, and attitude towards team building program.
3. To compare the effectiveness between lecture and games (training methodology) in team building program.
4. To find out the reaction towards team building training program that was whether the program is beneficial to them.

Significance of Study

Most previous study is conducted to find the characteristics of the training program. This study is important as a document consisting the guidelines of a "Team Building" course especially the course which involves out-door or non-lecture activities. It will also provide a possible way to assess participants' perception towards the effectiveness of an "outdoor" training program. In practice, as a contribution to organization, it will help the

management as well as training provider to design the training program especially in "Team Building" course to improve teamwork.

By understanding the effectiveness of non-lecture activities, educator and training provider can possibly design a course that can help adults to learn much better and faster than the courses which involve mainly lectures or lecture oriented program. It might help the educator to understand more on the development of effective and cognitive elements in an active learning style and towards self-direction for learning (Rae, 1983). This study will add to the theory that the learning ability is increased by physical activities.

In practice, this study will help trainers and training providers to improve the training by giving more emphasis on the method, either non-lecture activities or lecture. It will also help Sabha Total Training Center to improve the existing facilities in order to improve the training efficiency. For Sabha Total Training Center, training efficiency and participants satisfaction were the most important and became the primary objective to be achieved because it can be used to attract more organization to trained their employees at Sabha Total Training Center.

Scope

This study was based on the involvement of participants from different background and different level of education achievement. All of the respondents were participants who have attended the course provided by Sabha Total Training Center, which offered "Team Building" course chosen for this study. The study was totally based on the facilities and the expertise

provided by Sabha Total Training Center at its base on a 12 ha. primary rainforest which is a catchment area. The center is located at Batu 22, Kg. Sg. Lui, Hulu Langat, Selangor.

There may be reference from outside or external sources to help this study since the internal information on this type of study was very limited. Foreign experts might have their own perception on the situation experienced by the participants and difference perception on the facilities provided by other training providers. Different organizations might have their own perception on how to value the importance of the course. Therefore this study was limited to organizations that sent their employees to attend "Team Building" courses provided by Sabha Total Training Center.

Limitation

There are some constraint in completing this study such as time, money, and ability to access the participants. It was not easy to get the participants from same group in the training program. No experiment was conducted because it will take a lot of time and money while the time to complete this study was limited. Since this was a post test analysis, there was no monitoring on pre test situation of the respondents.

Two main reasons why pre test situation cannot be done. The first was because of the uncertainty of attendance of the participants in the training program. The second reason was it will take longer time to complete this study. In actual practice, names of the participants were only received by Sabha Total Training Center one or two days before the training program started, and in